

Literacy for Harmonious Living



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Foreword

The 21st century is the age of knowledge, and literacy is recognized as the key determinant in its acquisition. A literate population is essential for the overall development of the nation. India, a signatory to the global commitment of Education For All (EFA), has put in place several innovative schemes to achieve its EFA targets within the specified time frame. These include a renewed thrust on open and distance education with the aim of bringing out-of-school persons into the fold of education through equivalency programmes at different levels.

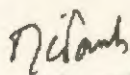
The National Institute of Open Schooling (NIOS), which is the apex body for open and distance schooling in India, offers courses from primary to senior secondary levels.

NIOS has been associated with the task of developing the Literacy Initiative for Empowerment (LIFE) Kit. The Kit, conceptualized by UNESCO New Delhi, will go a long way in improving the quality of life of neo-literates and will ultimately contribute to national development.

The LIFE Kit will serve the learning needs of all persons, particularly girls and women, who aspire to continue their education through lifelong learning. It will also be useful for different regional groups who can adapt it to their own locally relevant cultural and linguistic contexts to contribute to their empowerment.

I am grateful to UNESCO New Delhi for partnering with NIOS in developing the LIFE Kit. I thank Ms Minja Yang, Director, and Dr. Huma Masood, Education Programme Officer, UNESCO for their cooperation in this venture. I also wish to express my appreciation to the writers and resource persons associated with this innovative project.

We hope that this LIFE Kit will meet the educational needs of neo-literates not only in India, but also in other developing countries.



M. C. Pant

Chairman, NIOS

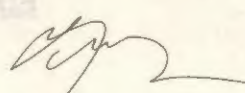
Literacy is not only a right: it is the foundation of all learning. Literacy brings profound individual and social benefits and leads to poverty reduction. Yet around the world, 103 million children are out of school and 771 million adults are illiterate, the majority of them girls and women.

The United Nations, through its Education For All (EFA) initiative, emphasizes action to provide quality education for all, targeted programmes for adult literacy and learning, and improved training for teachers.

In the current UN Literacy Decade (2003-2012), UNESCO has developed a major new strategy for achieving literacy for all: the Literacy Initiative for Empowerment, or LIFE. Linking literacy with gender, sustainable development, health and empowerment, LIFE works towards the achievement of several of the United Nations Millennium Development Goals.

As a major component of LIFE, UNESCO New Delhi has partnered with the National Institute of Open Schooling (NIOS) to prepare this LIFE Kit. The LIFE Kit is a resource manual, which addresses literacy in combination with the day-to-day needs of adult neo-literates, and empowerment issues of women, especially in underserved rural areas. The LIFE Kit's modules link the learner's literacy to their social and economic betterment. Topics include health, HIV/AIDS, nutrition and hygiene, as well as mother-child literacy, intergenerational learning, responsible citizenship, and culture and heritage.

UNESCO is grateful to have had the opportunity to collaborate with NIOS on the LIFE Kit. We are thankful to Mr. M. C. Pant, Chairman, NIOS as well as Mr. D. S. Bist, Secretary, and Dr. Anita Priyadarshini, Deputy Director, for their support in the development of this Kit. We are excited about its wider usage in India and eventually in other countries of South Asia, and hope it will have a transformative impact on the lives of people through the empowerment that literacy can bring.



Minja Yang

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Introduction

Literacy Initiative for Empowerment (LIFE): A UNESCO-NIOS Collaboration

UNESCO (the United Nations Educational, Scientific and Cultural Organization) is committed to global literacy, and it works with governmental and non-governmental bodies in the Literacy Initiative For Empowerment (LIFE) programme. UNESCO has partnered with the National Institute of Open Schooling (NIOS) to develop this LIFE Kit. NIOS is a government organization working to promote education through open and distance learning. It is the largest open school in the world and offers courses for neo-literates as well as for the secondary and senior secondary levels.

Dear Teachers:

Welcome to the LIFE Kit! This resource kit is designed to empower neo-literate learners undertaking non-formal education. It is based on the belief that literacy is essential for social and economic participation and to improve the quality of life.

The power of literacy can be shown by a story about Heena:

Her parents got her married at a very young age and she only studied up to Class I. When her daughter was born, Heena decided to give her a good education. Her husband agreed, and soon her daughter was in school. One day Heena's daughter asked her for help with her homework. Heena looked at the book, but it made no sense to her. She had forgotten all that she had learnt. Her daughter said, "But Ma, why can't you help me? Rosa and her mother study together." Heena felt sad and decided that for her daughter's sake she should restart her education.

She enrolled at the Continuing Education Centre in her village, and the facilitators there helped her to start learning again. Heena found other women like her at the Centre. They were all greatly motivated, and as she began to read and write again, she discovered a new sense of pride and confidence.

Today, Heena and her daughter study from Class V books and they laugh at the stories together. Sometimes Heena teaches her daughter, and at other times her daughter helps her. They enjoy a new companionship based on a love for learning!

Like Heena, a person can start studying when she is already a mother, or can learn a skill while working. The LIFE Kit helps in four ways. First, knowledge helps us understand ideas and builds confidence. With facts and up-to-date information, it is easier to improve the way we live, eat, take care of our health and our families, all of which improves the quality of our lives.

Second, the LIFE Kit promotes vocational education related to local crafts, cottage industries and other skills for self-employment. It explains people's rights, relevant laws, and the government schemes set up to help them.

Third, the LIFE Kit aims to enrich knowledge and understanding about different people, their traditions, culture and heritage, to help communities live together in greater harmony.

And fourth, the LIFE Kit increases awareness about events in the world and shows us the difference between myth and reality. India is a democracy, and it is important to understand issues in order to participate in the political process with full awareness.

Who Can Use the LIFE Kit

The target groups for the LIFE Kit have the following characteristics:

- ☛ Trainers/facilitators of neo-literates
- ☛ People aged 15+
- ☛ 10-grade educational background
- ☛ More rural than urban
- ☛ Women
- ☛ Mother tongue users.

About the LIFE Kit

The LIFE Kit is divided into the following modules:

Module 1: Literacy for Harmonious Living

Module 2: Literacy for Safe Motherhood

Module 3: Literacy for Healthy Childhood and Adolescence

Module 4: Literacy for Economic Empowerment and Responsible Citizenship

Module 5: Literacy for Enhancing Life Skills

Module 6: Literacy for Understanding Culture and Heritage

Additional modules will be added periodically to enhance the Kit.

Each module can be read alone or as a part of the set. It contains:

- ☛ Stories and case studies
- ☛ Exercises and activities
- ☛ Illustrations
- ☛ Tables
- ☛ Boxes and glossaries to explain difficult terms.

About this Module

This module discusses issues related to family, community and the environment. The family is the basic unit of social structure. Where there is understanding, respect, love and concern for one another, life becomes joyful, meaningful and purposeful.

Families and communities live together in harmony within their environment when every person performs his or her duties and respects others' rights. A very important duty for each individual is to protect the environment and preserve it for future generations.

Happy Learning!

Best wishes

UNESCO-NIOS Team

Literacy for Harmonious Living

Section 1: The Family

Sushila was very happy. Her son Amit had just got married and brought his bride Surekha into the family. Sushila looked at the new bride and blessed her saying, "You are now a part of our family. You shall be a part of our joys and our sorrows." Surekha looked around and saw all the relatives standing there to meet her. Surekha wondered, "Oh! What a large family!" She thought of her own small family – just her father, mother and younger sister. She was worried, but hoped that she would learn to live happily with so many people in one house.

➤ What is a Family?

A family is a unit of **social structure**. It may consist of a husband, wife and their children. Or it may be made up of two to three generations or age groups such as: a grandfather and grandmother, which would be one generation; their sons, daughters, and daughters-in-law, the second generation; and their grandchildren, the third generation.

*Social structure is the way in which a society is arranged. The **individual** is the smallest unit and the **family** is at the second level. Next comes the **community**.*

A family is a part of society. Its members may live together in one house or they may live separately, but family relations unite them. People who are a part of one family help each other when they have troubles. If something happens which makes you sad, or if you have a problem about money, or someone behaves badly, you can turn to members of your family for help and comfort. People belonging to a family are prepared to make sacrifices for each other and share their happiness and sorrows. In most societies, the head of the family is the father but in some, the mother is the head.

➤ Different Types of Families

Joint Family

☛ When a group of people in a family belonging to three or more generations live in one house and eat food cooked from the same kitchen, they are called a joint family.



➤ Most joint families take part in common activities. The common interest of the family as a whole is more important than individual interests. A joint family believes in togetherness and sharing.

➤ The head of the family takes most of the decisions. That person in India is usually the eldest male member,

perhaps the grandfather or the eldest brother. His decisions are final and everyone generally obeys them.

➤ In a joint family, all the money that is earned from different activities by the members of the family is kept together as the joint family income. Whenever a member of the family needs something, if there is enough money available, that person is given what he or she needs. If one person earns more than the others it does not mean that the person gets more money to spend. Each person in the family gets just what they need. If the family has property, like a house, or a farm, this is also regarded as joint property and all the members are the owners of this property.

➤ Living in a joint family has many advantages. There is always someone to take care of you and there is sharing amongst members.

➤ There are also some disadvantages. The members may quarrel amongst themselves, they may be jealous of each other and they may not trust each



other. Sometimes some members may not like the way other members behave and there could be tensions.

After all the celebrations were over, Surekha went to her room. She could still hear the laughter in the courtyard and the sound of children running around the house. It was comforting to know that there would always be someone to talk to within the house. This was a new life for her as she realized that all the brothers and sisters lived under one roof. Even during the wedding, her father-in-law appeared quite at ease and relaxed. He did not have to worry about any of the arrangements. All the tasks were shared between the members of the family.

Nuclear Family

Surekha thought about her family and remembered how her father and mother did all the work for her and her sister. She was now even more grateful to her parents for all that they had done for their children. She missed her mother and felt sad at leaving her alone. Maybe she was sitting by herself at home. Her father would have gone to work and her sister would be at school.

- Most people in towns have small nuclear families. A nuclear family consists of a husband, wife and their unmarried children. The husband and wife alone take care of all the problems of day-to-day living.
- The money earned by family members is usually used for their important needs, such as food, clothing and education.
- In a nuclear family the husband and wife usually decide on all important matters jointly. If the children are old enough, they can also join in the discussions before a decision is finally taken.
- The individuals in a nuclear family have more freedom to express themselves and do things, as compared to a joint family.



- ☛ The disadvantage of a nuclear family is that in case of an urgent need there is no immediate support.

Surekha compared her parents' nuclear family and her husband's joint family. She realized that both families were happy in their own ways. She remembered her mother's words that a family would be happy if it was built on strong values with members tied to each other by family bonds and caring.

How We Can Have a Happy Family

- ☛ Each one should respect every other member of the family.
- ☛ Each one must think about the feelings of the other family members before saying or doing something.
- ☛ All family members should be prepared to help other members in times of need.
- ☛ Each member should try to settle differences by discussing them and not by quarrelling and fighting.



Activity 1

The joint family system is slowly breaking up into nuclear families because of the kind of life we have to live in the cities. The result is that there is no one to help and take care of the older members of the family. Similarly, the older members also often refuse to change and adjust to new ways of life. This sometimes causes tensions and quarrels within families.

What is the best way to have a good relationship within the family? Do this activity with your friends:

Make three groups: Group A acting as the older members (the grandparents), Group B as middle-aged persons (parents, aunts and uncles) and Group C as young children. Give each group a sheet of paper and ask one person from each group to write down the viewpoints, roles, duties and responsibilities of their group.

After everyone finishes, read each other's activities and discuss them. This will help to understand, the role of each age group in the family.

Here is an example of the viewpoints of each age group:

Example:

Group A

We have sacrificed our money, time and youth to bring up our children. Now we expect them to treat us well, but they make us feel as though we are a burden on them and they do not want us around.

We know what our responsibilities are. We try to change with changing times. Instead of expecting service, we should be prepared to perform some duties to help out.

Group B

Our parents do not understand our problems. Both of us are working and we do not have time to perform small jobs for them.

We are unable to make our parents understand the problems of life today. We wish they would stop complaining. With a few changes on both sides, things could improve. They could join in our activities, and we could try and see that they are not lonely and are well taken care of.

Group C

We love our grandfather and grandmother. They tell us stories and they look after us.

Sometimes they disagree with what we want to do and they do not allow us to do things that we like. However, in some cases we can find an answer to this.

Write about your own experiences with your family. Discuss them with your friends and discover how you could make things better at home.

Section 2: Rural and Urban Life

As the days passed, Surekha found her new life quite different from the one she led in her parents' home. Her parents made sure that both she and her sister went to school. She had many friends in school and they all played together. The children in the school were from different parts of the country and spoke different languages. When she went to her friends' homes their mothers gave her different types of food to eat. Before she got married, Surekha lived in an urban area.

➤ Life in an Urban Area - A Town or City

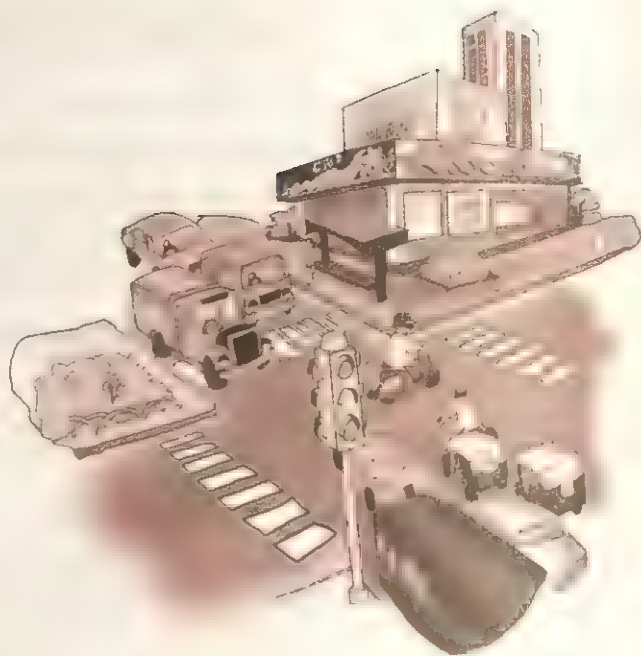
*An **urban area** is a town or city, where most of the people work in offices or industries. They live close together in housing settlements.*

Owing to the increase in the number of people in the world, better education and development, we can describe modern urban society as given below:

- Towns and cities have a mixed group of people from a number of castes, religions and regions, speaking various languages and following different customs.
- Most people work in factories or offices. There is no farming.
- Many jobs are based on knowledge and skills that you get from education and vocational training, but some jobs are learnt through experience.



- ➡ The housing colonies are crowded. There are many houses close to each other and often two houses are separated by one common wall.
- ➡ There are plenty of roads for public transport and other services like railways.
- ➡ Towns have several shops and movie houses.
- ➡ There are more chances for children to get a good education because there are a number of schools and colleges.
- ➡ Better medical facilities as compared to rural areas are available, with several hospitals and doctors, and medicines are easy to purchase.
- ➡ City life is a busy life. People have many types of duties to perform in one day.
- ➡ There is no community participation and often neighbours do not even know each other.
- ➡ The environment in towns and cities is frequently polluted.
- ➡ People have to do several things on their own. There are not many people ready to help each other.
- ➡ The political structure of towns and cities consists of municipal corporations/ nagar nigams.



*All the people of the village elect their **panchayat** to take care of development and other activities. A town or city is so big that it is divided into several **wards**. Each ward elects one person and all the elected people take care of the development of the town. These elected people form a **municipal corporation** or **nagar nigam**.*

➤➤ Life in a Rural Area - A Village or Hamlet

Life in the village was very different for Surekha. Her morning began with the crowing of the rooster and chirping of birds. Her sister-in-law, Roshni, taught her how to plant paddy and milk the cows.

*A **rural area** is a village or hamlet where most people are involved in agriculture and related jobs. They live a simple life compared to urban areas.*



A rural society is one where:

- ☛ Most people earn their living through agriculture.
- ☛ Some people follow other occupations including animal rearing, dairy, pottery and local handicrafts.
- ☛ The people's way of thinking and looking at life is different from urban people.
- ☛ The government works through the Panchayati Raj. The gram sabha, which consists of all the adults in the village, elect the members of the gram panchayat to take care of development and other activities.
- ☛ Life is simpler than in the town.
- ☛ Transport is not very well developed.
- ☛ There may be one or two telephone booths that the people can use to call their friends and relatives who live outside the village.
- ☛ There are primary schools and health centres in most villages.
- ☛ There is greater community participation than in towns





and people are always ready to help in case of problems.

You would have realized that both rural and urban lives have their advantages and disadvantages

- The environment is cleaner and healthier than in urban areas.

Activity 2

Write your answers on a separate sheet of paper.

1. Do you live in a rural or an urban area?
2. Make a table as given below and note four advantages and four disadvantages of both rural and urban life:

Urban Life		Rural Life	
Advantages	Disadvantages	Advantages	Disadvantages

3. Mention two things that you like about your life in your area and two that you would like to change. Give reasons for your answers.

Section 3: The Community

Although her new family was very loving, there were many things that were different. Surekha found that her husband's sisters were educated only up to Class V. They did not go to a high school as it was far away from their home. Surekha felt bad for them, as she had learnt many things in school. Even now she enjoyed reading books and magazines. Surekha thought that she would help the other women in the village to read and write and this would be her small gift to the village community.

After the family, comes the **community** in the social structure. A community consists of individuals and several families that have many things in common, such as the place where they live, like the village in the rural area or the neighbourhood in a town. There are several other things like language, region and culture that unite people into a community.

A good **citizen** understands what role the person performs as a member of the community and nation. Each member of a community has to perform certain **duties** and enjoys certain **rights**.

*As an Indian **citizen**, India is your country and you have certain rights, including political rights – to vote and stand for election. In return you have duties to perform, such as loyalty to the country and working for the betterment of the community. In India, a citizen's rights and duties are laid down in the **Constitution of India**, which is the fundamental law of the land. (For details see Module 4.)*

➡ Members of a community are linked to each other and live together. If they want to live in harmony, peace and friendship, they must first respect the rights of others as well as perform their duties.

➡ The community can develop in a healthy manner when all members understand and respect their **civic responsibilities** and have a good **civic sense**.

➡ If we do not throw garbage, fruit peels, plastic bags and paper on the streets, we can help to keep the environment healthy and clean.

***Civic responsibilities and civic sense** mean respecting the rights of other people. For example, we should behave politely and keep public areas neat and clean.*



- ☛ If we chew paan and spit against the walls of houses and on the pavement, the whole area becomes dirty.
- ☛ Towns and cities have many public toilets. Sincere efforts should be made to use them and keep them clean.
- ☛ Good communities are those whose members are always ready to help the injured, disabled, sick and the weaker sections as well as senior citizens.
- ☛ People living in responsible communities show respect not only for each other's property but also for public property.
- ☛ The community has common property, which becomes its heritage for future generations.
- ☛ Good communities follow the law and do not disturb the peace of the land.
- ☛ A living, growing, community is one where the members want to contribute towards its well-being. They are always ready to help in community-building activities.
- ☛ Healthy communities are friendly with other communities. They celebrate each other's festivals and share in each other's joys and sorrows. They live together for the common good of humanity.



We live in independent India and we must all understand our roles as members of the community, society and our nation, and act responsibly. Today, people of many castes, religions and regions, speaking various languages and following different customs, live together. If we want to lead a good and peaceful life, we must share what we have and be friendly with each other.

➤ **Community and the Care of the Elderly**

In her new family, Surekha often saw the children sitting with the older members and talking to them. The children would tell the elders about the happenings in the village. The elderly people would sit outside in the courtyard and often, the villagers would come to seek their guidance.

One of the important duties of the community is to take care of the older people and ensure they are healthy and safe. As a person grows old, many changes take place in the body and mind, and special care is needed.

☛ The elderly are not as healthy as they used to be and hence they are often unwell. Sometimes they need to visit the doctor and get treatment.

☛ As they grow older, the bones weaken, and even a small fall can cause an injury or fracture.

☛ The eyes become weak and it is difficult to see clearly. Many elderly people become hard of hearing.

☛ Elders need special food, which is without masala, chillies and too much oil.

☛ The mind is not as alert as it used to be.

☛ Sometimes the elderly feel that they are no longer useful and perhaps no one cares for them. We should take special care and spend more time with them. We should not let them feel lonely, or make them think that they are a burden.



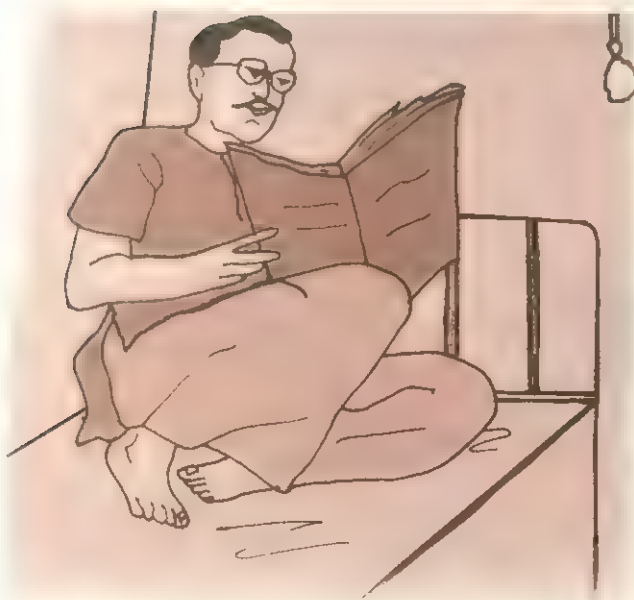
All these problems make elderly people more dependent on others but if they are looked after properly and cared for, they will continue to enjoy life.

Taking Care of the Elderly

We can suggest ways in which the elderly family members can take care of themselves. For example, we can advise them to:

☛ Walk slowly and carefully to avoid accidents and falls and take extra care on wet floors so that they do not slip.

☛ Be careful at home while getting up from the bed. Sit up slowly and wait for a while before standing up. This will prevent dizziness.



☛ Remain mentally and physically active to avoid many of the problems of old age. Go for walks with friends in the mornings and evenings.

☛ Sleeping in bed all the time will lead to problems like feelings of hopelessness. Be socially active – meet your friends, help in the house as much as possible, read, tell the younger ones family stories. Ask them questions about what they have done at school and what good activities they have performed during the day.

☛ A balanced, healthy diet, containing all the food the body needs is very important at this age.



Activity 3

Write your answers on a separate sheet of paper.

1. Each unit of society – family, community and neighbourhood teaches you the basic rules of living together. List the qualities one should develop to have a happy, harmonious atmosphere in the family, community and neighbourhood.
2. How can young people help the elderly? Answer from your own experience.

Section 4: The Community and the Importance of Preserving the Environment

Surekha learnt how to draw water from the well. She discovered that meeting other women at the well gave them a chance to get together and share news about village activities. Surekha also understood the importance of water sources. She realized its value, and that without water, the trees in the garden would not bear fruit, the crops would fail, and their families would not be able to survive.

The community has an important role to play in taking care of the **environment**. This is because human beings and the environment have a close relationship. All living things need energy, food, housing, and fresh air to live and grow. We get all these from the environment. That is why we must take care of it and protect it.

*The **environment** consists of all our surroundings – the earth, air, rivers and seas, plants and animals. We must try our very best to look after our environment. We cannot live a good life if these are destroyed, harmed or polluted.*

☛ The earth provides us the air we breathe, the food we eat and the water we drink.

☛ If we pollute the air with harmful gases from factories, or smoke cigarettes and bidis, we will suffer.

***Toxic wastes** are harmful chemicals like DDT, pesticides and water from factories containing poisonous substances.*

☛ If we pollute the earth with toxic wastes, these harmful substances will enter the plants we grow and the water in the wells. We will get poisoned food and water, which will make it difficult to survive.



☛ The atmosphere also protects us from many harmful rays that come to the earth from the sun.

☛ The natural resources provided by the earth are used to make paper, cloth, buildings, furniture and many more things of day-to-day use.

Natural resources are the gifts of nature that are used to satisfy human needs. They are valuable to us. They include trees, forests and the substances from which we get coal, iron and other metals that we require.

➤ Why We Need to Save Water

Water is the basis of all life. There can be no life without water. It is needed for:



Drinking

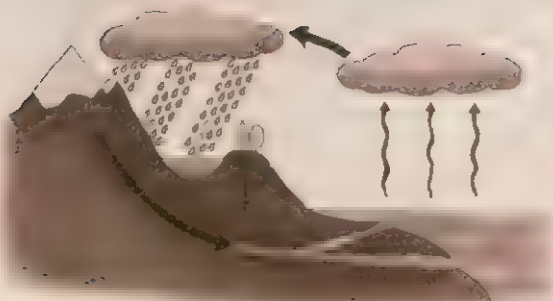
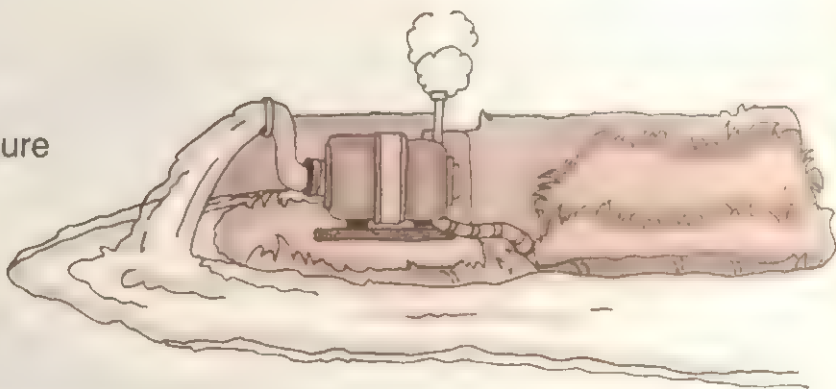


Washing utensils



Washing clothes, bathing and many other domestic uses

Agriculture



We get water from rainfall, rivers and from underground sources such as wells and tube wells.

It is very important that the water we drink is clean.

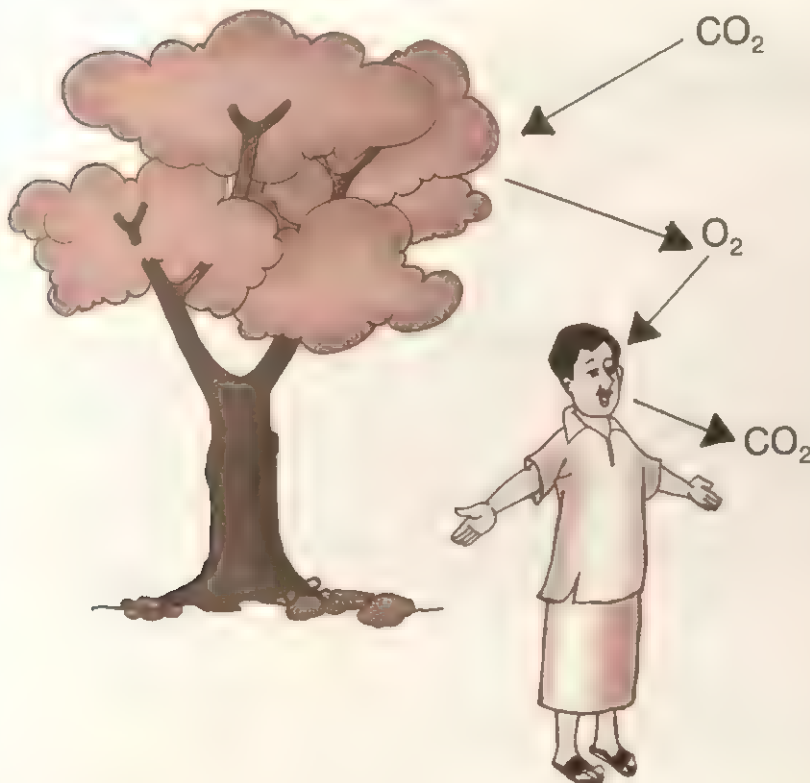
Waste and dirty water from factories going into the rivers and sea kills the fish. Even if the fish do not die, some of the dangerous substances enter their bodies and when we eat the fish, these poisonous substances enter our body, making us sick.

Washing clothes or bathing close to the source of our drinking water will pollute the drinking water and harm us.



How Trees Help Us

Trees help to make the air we breathe cleaner and healthier. The air has many different gases. Oxygen and carbon dioxide are two of these gases. We breathe in oxygen and breathe out carbon dioxide. Green plants take in carbon dioxide and give out oxygen. If there were no green plants, there would be no oxygen in the air and we would die.



In urban areas, we must always have some trees around us to provide us with oxygen.

The roots of the trees pull up water from the soil and so more water comes to the soil in areas that have trees. Hence, wherever we have trees, the soil is moist and does not get washed away by the rain. This protects us from floods and landslides.

- ➡ Trees keep the surroundings cool. Water goes out of the leaves into the air when it is hot, and this makes the air cooler.
- ➡ We plant trees around our fields in the farms to protect the crops from strong winds.
- ➡ Wood from trees is used for furniture, houses, electric poles and paper.
- ➡ Some trees provide us coconuts, nuts, gums, oils and many fruits. These can be sold in the market.
- ➡ Many trees, like the neem tree, have important medicinal values.

➡ Do You Know About the Chipko Movement?

In 1973 the women of village Gopeshwar in the Garhwal district of Uttarakhand led a most successful movement. When some people came to cut the trees, the women hugged the trees and saved them from being cut down. This movement was called the Chipko Movement. It is an example of local people caring for their environment.

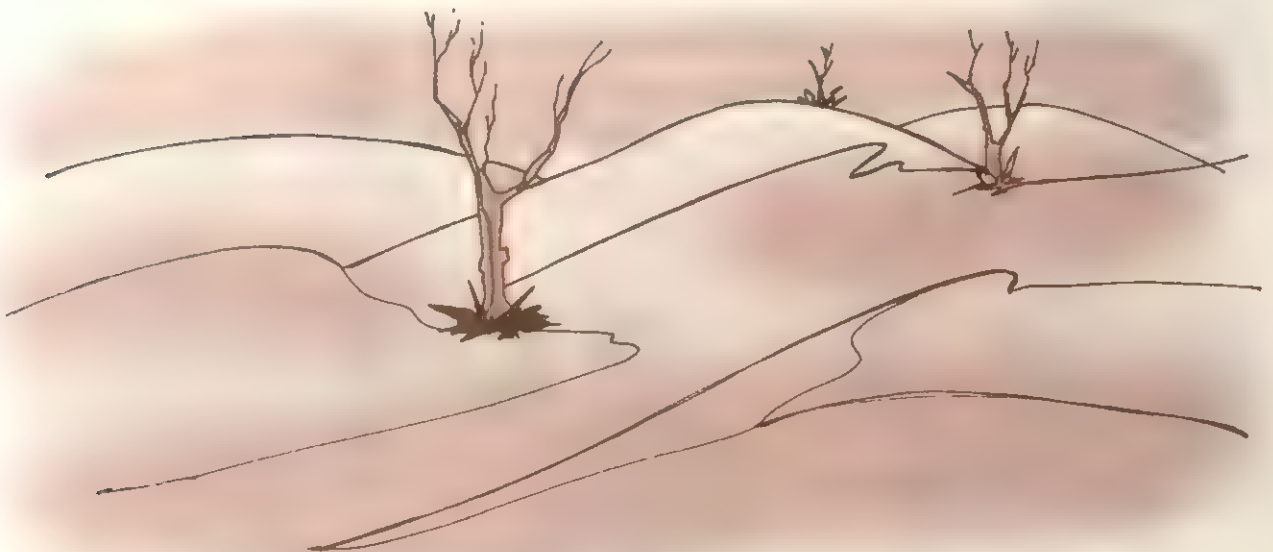
Activity 4

Write your answers on a separate sheet of paper.

1. Why do you need to protect trees?
2. As an individual what can you do to protect trees?
3. Which variety of tree is the most important and useful in your region? Describe the tree and all its different uses.
4. Mention two ways you can make your community understand the importance of trees.

➤ The Importance of Protecting the Environment

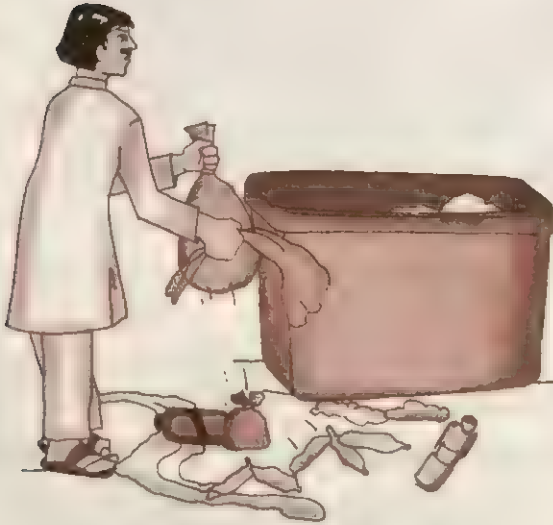
- With the growth of population and greater use of natural resources, these are reducing at a fast speed.
- The basic needs of life, air, water and food, are getting so polluted that it is harming the lives of all living beings.
- If air pollution and the quality of the air gets worse, we shall start suffering from various diseases.
- Dirty rivers and other water bodies can lead to spread of diseases like dysentery, cholera and jaundice.
- Cutting down forests without planting more trees to replace them has already started changing the amount of rain that falls and the places where it falls, resulting in droughts and floods. The level of underground water for wells and the quality of the soil is going down very fast. In fact, the climate all over the world is changing and this will affect all human beings.



➤ Simple Tips to Protect Our Environment

- ☛ If we take care of small but important things, we would be doing a great service to all.
- ☛ All of us should realize the importance of our natural resources. We should use these carefully and try to find other sources to replace them.

Say No To



Dumping garbage
on public streets and roads.
Use proper garbage bins.



Throwing garbage into
water sources like rivers, ponds
and lakes.



Cutting down trees.
Grow more trees.



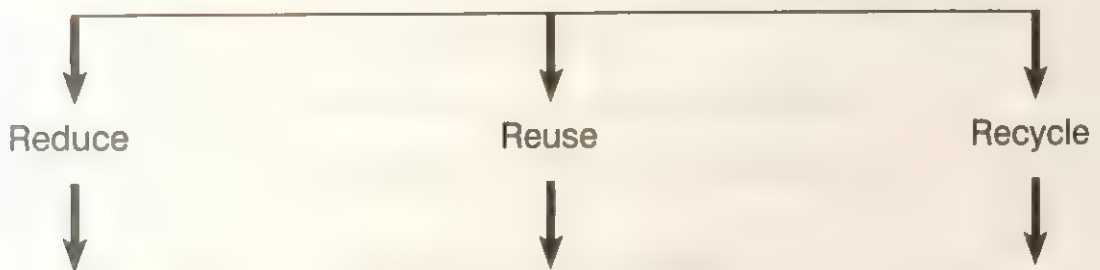
Giving out smoke and poisonous
gases. *Get vehicles checked regularly.*

Activity 5

Write your answers on a separate sheet of paper.

1. Why is it important to keep the environment clean?
2. Mention two things you as an individual can do to protect the environment where you live.
3. State two ways in which you can make your community understand the importance of protecting the environment in your village or neighbourhood.

➤ The Three Rs



Use of plastic bags. Carry your own cloth bag when you go shopping and do not accept plastic bags from the shops.



- Cardboard boxes.
- Paper used on one side.
- Glass and plastic containers, cola bottles.

Make bags from old papers and sell them to the shops.



Convert all kitchen waste (peels of fruits and vegetables, egg shells, tea leaves) into manure.



Activity 6

Write your answers on a separate sheet of paper.

1. Make a list of all the items in your house that you can reduce the use of and that you can reuse or recycle.
2. How can you save some money by following the 3 Rs?



Date 29.4.2008
Loan No. 13330 (F)

Glossary

Civic responsibilities and civic sense: Respecting the rights of other people and behaving properly in society.

Environment: All our surroundings – the earth, air, rivers and seas, plants and animals.

Citizen: A person belonging to a country, who has certain duties and rights including political rights.

Community: Several individuals and families that have many things in common, living together.

Constitution of India: The fundamental law of the land based on which, other laws are made.

Family: The second level of social structure consisting of husband, wife and children, belonging to two or three generations.

Gram panchayat: The political structure in villages that looks after development and other activities.

Gram sabha: All the people in a village over 18 years of age.

Joint family income: The total income earned by all members of a joint family.

Joint family: A family with three or more generations living in one house and eating food cooked from the same kitchen.

Joint property: Houses, farms or any property owned by a joint family.

Municipal corporation/ nagar nigam: The political structure in towns and cities that looks after development and other activities.

Natural resources: Naturally occurring substances that are valuable and useful to us, such as mineral deposits, water, fish and wildlife.

Nuclear family: A family consisting of a husband, wife and their unmarried children.

Panchayati Raj: The political structure in rural areas under which panchayats and other local governing bodies are set up. It is a three-tier system.

Rural area: Villages, hamlets and agricultural areas.

Social structure: The way a society is arranged, with the individual as the smallest unit, the family at the second level and then the community.

Toxic wastes: Harmful chemicals like DDT, pesticides and water from factories containing poisonous substances.

Urban area: Towns and cities.

Ward: The areas into which towns and cities are divided for the municipal corporation/ nagar nigam to carry out development and other activities

➤➤ **Answers to the Activities**

Activity 4

1. To make the air clean; to bring moisture to the soil; to keep the surroundings cool; to protect crops; for building; for the valuable products they give us.

Activity 5

1. To conserve our natural resources; avoid harming life; to prevent diseases; to prevent climate change.

THEORY

1. The first part of the paper discusses the theoretical background of the study, including the relevant literature and the research objectives.

METHOD

2. The second part of the paper describes the research methodology, including the study design, the sample, and the data collection procedures.

3. The third part of the paper presents the results of the study, including the descriptive statistics and the findings of the statistical analysis.

4. The fourth part of the paper discusses the implications of the findings for theory and practice, and the limitations of the study.

5. The fifth part of the paper concludes the study and provides suggestions for future research.

6. The sixth part of the paper provides a summary of the main findings and conclusions of the study.

7. The seventh part of the paper provides a list of references for the study.

8. The eighth part of the paper provides a list of appendices for the study.

9. The ninth part of the paper provides a list of footnotes for the study.

10. The tenth part of the paper provides a list of tables for the study.

11. The eleventh part of the paper provides a list of figures for the study.

12. The twelfth part of the paper provides a list of equations for the study.

13. The thirteenth part of the paper provides a list of definitions for the study.

14. The fourteenth part of the paper provides a list of abbreviations for the study.

15. The fifteenth part of the paper provides a list of acknowledgments for the study.

16. The sixteenth part of the paper provides a list of contact information for the study.

17. The seventeenth part of the paper provides a list of permissions for the study.

18. The eighteenth part of the paper provides a list of other relevant information for the study.





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